

MATH – Extended Grade Band Instructional Examples: 10

Model Academic Standard A: Mathematical Processes - Students will effectively use mathematical knowledge, skills and strategies related to reasoning, communication, connections, representation, and problem solving.

Model Academic Standard B: Number Operations and Relationships - Students will use numbers effectively for various purposes, e.g. counting, measuring, estimating, and problem solving.

**Subskill: B.a. Concepts,
B.b. Computation**

NOTE: Model Academic Standard A: Mathematical Processes - mathematical processes are embedded in the performance of the content

EXTENDED GRADE BAND OBJECTIVE: Ba1			
Compare and Order Positive and Negative Integers -20 to +20			
Instructional Achievement Descriptors			
Advanced	Proficient	Basic	Minimal
<i>Solve problems using positive and negative integers</i>	<i>Compare and order positive and negative integers -20 to +20</i>	<i>Recognize positive and negative integers</i>	<i>Identify and locate whole positive integers on a number line</i>
Provide student with a list of high and low temperatures for the month of January, e.g. temperatures should range from +20 to -20. Have student arrange the temperatures in order from the coldest day to the warmest day. Have student calculate the difference in temperature between the warmest and the coldest day.	Provide student with a list of high and low temperatures for the month of January, e.g. temperatures should range from +20 to -20. Have student arrange the temperatures in order from the coldest day to the warmest day.	Provide student with a list of high and low temperatures for the month of January, e.g. temperatures should range from +20 to -20. Have student sort temperatures by above zero and below zero temperatures.	Provide student with a list of high and low temperatures for the month of January, e.g. temperatures should range from +10 to -10. Have student identify the temperatures that are above zero (+).
Construct a number line from -20 to +20. Cover up some of the numerals on the number line in random order. Have student identify the missing numerals on the number line. Have student solve basic problems using the number line as a guide.	Construct a number line from -20 to +20. Cover up some of the numerals on the number line in random order. Have student identify the missing numerals on the number line.	Construct a number line from -20 to +20. Provide student with a set of flash cards from -20 to +20. Have student match the cards to the corresponding numbers on the number line.	Construct a number line from -10 to +10. Have student identify the positive numbers on the number line.

<p>Provide student with a list of items that have varying costs between \$1.00 and \$20.00. Tell student they have \$10.00 to spend. Have student determine which items they can buy with \$10.00 and which items they can't buy. Have student determine the amount of change or how much more money is needed to purchase each item using a calculator.</p>	<p>Provide student with a list of items that have varying costs between \$1.00 and \$20.00. Tell student they have \$10.00 to spend. Have student determine which items they can buy with \$10.00 and which items cost more than \$10.00.</p>	<p>Provide student with a list of 5 items that have varying costs between \$.05 and \$2.00. Have student determine which items cost more than a dollar and which items cost less than a dollar.</p>	<p>Provide student with pictures of items priced at even dollar amounts from \$1 to \$10. Have student arrange the items by price using the number line as a guide.</p>
<p>Have students work in pairs. Provide students with a set of flash cards consisting of numerals -20 to +20 and a two-column chart. Have each student put his or her name at the top of one of the columns. Shuffle the flash cards and have each student draw one card from the pile and record the numeral written on the card under their name on the chart. Create a simple number problem using the numerals on the flash cards and have students solve the problem using a calculator.</p>	<p>Have students work in pairs. Provide students with a set of flash cards consisting of numerals -20 to +20 and a two-column chart. Have each student put his or her name at the top of one of the columns. Shuffle the flash cards and have each student draw one card from the pile and record the numeral written on the card under their name on the chart. Have students decide which number is bigger using a number line as a guide.</p>	<p>Provide student with a set of flash cards consisting of numerals -10 to +10 and a number line -10 to +10. Shuffle the flash cards and have student draw one card from the pile. Have student determine where the flash card should be on the number line.</p>	<p>Provide student with a set of flash cards consisting of numerals 0 to 10 and a number line 0 to 10. Shuffle the flash cards and have student draw one card from the pile. Have student determine where the flash card should be on the number line.</p>
<p>Provide student with a set of golf scores from a golf tournament or the scores from a miniature golf outing. Discuss with student how a golf game is scored and what par means. Provide student with a number line from -20 to +20. Have student arrange the scores according to the number line and determine who had the best score. Have student determine the difference between the highest and the lowest score.</p>	<p>Provide student with a set of golf scores from a golf tournament or the scores from a miniature golf outing. Discuss with student how a golf game is scored and what par means. Provide student with a number line from -20 to +20. Have student arrange the scores according to the number line and determine who had the best score.</p>	<p>Provide student with a set of golf scores from a golf tournament or the scores from a miniature golf outing. Discuss with student how a golf game is scored. Provide student with a number line from -20 to +20. Have student arrange the scores according to the number line.</p>	<p>Provide student with a set of golf scores from a golf tournament or the scores from a miniature golf outing. Discuss with student how a golf game is scored. Have student identify the scores above par (0).</p>

Model Academic Standard B: Number Operations and Relationships
Subskills: B.a. Concepts
B.b. Computation

<i>EXTENDED GRADE BAND OBJECTIVE: Ba2</i>			
Apply the Idea of More or Less Using Fractions, Decimals, and Percents			
<i>Instructional Achievement Descriptors</i>			
Advanced	Proficient	Basic	Minimal
<i>Compare fractions, decimals and percents in terms of more or less</i>	<i>Apply the idea more or less using fractions, decimals, and percents</i>	<i>Identify the difference between two simple fractions, two decimals, or two percents</i>	<i>No Achievement Descriptors identified for this level</i>
Provide student with a set of measuring spoons or measuring cups, e.g. 1, $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{2}{3}$, $\frac{1}{8}$. Have student identify where the fraction is located on each utensil. Have student compare sizes of the various measuring cups or spoons and determine which is more or less. Have student determine how many of each fractional part, e.g. $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ is needed to make one cup or spoon.	Provide student with a set of measuring spoons or measuring cups, e.g. 1, $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{2}{3}$, $\frac{1}{8}$. Have student identify where the fraction is located on each utensil. Have student compare sizes of the various measuring cups or spoons and determine which is more or less.	Provide student with a set of measuring spoons or measuring cups, e.g. 1, $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$. Have student compare two sizes of cups or spoons and determine which holds more.	Provide student with a set of measuring spoons or measuring cups, e.g. 1 and $\frac{1}{2}$. Have student compare the two sizes of cups or spoons and determine which more is.
Provide the student with the price of a new item of clothing that is not on sale. Using a calculator, have student compute how much the item will cost at 20%, 25%, 50%, and 75 % off and determine which is the best buy and how much is saved at each percentage from the original cost.	Provide the student with the price of a new item of clothing that is not on sale. Using a calculator, have student compute how much the item will cost at 20%, 25%, 50%, and 75 % off. Have student determine which price is the best buy.	Provide the student with the price of a new item of clothing that is not on sale and the price of the same item on sale for 25%, and 50% off. Have student identify which dollar amount is more.	Provide the student with the price of a new item of clothing that is not on sale and the price of the same item on sale. Have student identify which dollar amount is more.

Provide student with sets of cards displaying various prices of items where the numbers are the same but the decimal is in a different place, e.g. \$.05, \$.50, \$5.00, and \$50.00. Have student read each dollar amount and determine which amount is the most or the least in each set.	Provide student with sets of cards displaying various prices of items where the numbers are the same but the decimal is in a different place, e.g. \$.05, \$.50, and \$5.00. Have student read each dollar amount and determine which amount is the more or less in each set.	Provide student with cards displaying two different prices where the numbers are the same but the decimal is in a different place, e.g. \$.01 and \$1.00. Read the dollar amounts to the student and have student identify which is more.	Provide student with cards displaying two different prices. Read the dollar amounts to the student and have them correctly match the price cards.
Provide students with various sets of foods that are packaged in three different sizes, e.g. three different sized cans of soup, three sizes of a candy bar. Provide students with a chart to record the name of the item, the size of the item, the total price of the item, and the unit cost. Compute the unit cost for each item as a group. Have student compare product sizes and unit prices to determine which item cost the most and least per unit. Which is the better buy?	Provide students with various sets of foods that are packaged in different sizes, e.g. two different sized cans of soup, two sizes of a candy bar. Provide students with a chart to record the name of the items, the size of the item, the total price of the item, and the unit cost. Compute the unit cost for each item as a group. Have student compare product sizes and unit prices to determine which costs more per unit.	Provide students with various sets of foods that are packaged in different sizes, e.g. two different sized cans of soup, two sizes of a candy bar and the prices for each item. Have student identify which item contains more and which dollar amount is more.	Provide students with a whole candy bar and half a candy bar. Have the student identify which part is more. Repeat with other items, e.g. fruit, pizza, etc.
Provide student with ads for an item from two different stores and different prices. Have student determine which store has the lowest price. Have student compute the difference in price using a calculator.	Provide student with ads for an item from two different stores and different prices. Have the student determine which store has the lowest price.	Provide student with two different prices for the same object. Have student identify which price is more.	Provide with two different priced items with prices either at 1¢, 5¢, 10¢, or 25¢. Have student identify which price is more.

Model Academic Standard C: Geometry - Students will be able to use geometric concept and procedures to interpret, represent, and solve problems.

Subskills: C.a. Describing Figures

C.b. Spatial Relationships and Transformation

C.c. Coordinate Systems

<i>EXTENDED GRADE BAND OBJECTIVE: Ca1</i>			
Identify Lines That Form a Right Angle			
<i>Instructional Achievement Descriptors</i>			
Advanced	Proficient	Basic	Minimal
<i>Compare angles in relationship to a right angle</i>	<i>Identify lines that form a right angle</i>	<i>Identify right angles (corners)</i>	<i>Find the corner of an object</i>
Provide student with cue cards representing parallel, perpendicular, and intersecting lines. Have student navigate around the school, locate, and identify types of lines by name.	Provide student with cue cards representing perpendicular lines. Have student navigate around the school, locate, and name perpendicular lines (right angle).	Provide student with a cue card representing a right angle. Have student navigate around the school and match the card to right angles they find in the building.	Have student navigate around the school and identify corners.
Provide student with signs found in the community that reflect geometric shapes, e.g. pedestrian crossing – diamond, hospital sign-rectangle, caution sign – triangle. Have student trace the outer lines of each sign and identify the perpendicular, parallel, and intersecting lines in each sign shape. Have student take pictures of signs around the community and continue the activity.	Provide student with signs found in the community that reflect geometric shapes, e.g. pedestrian crossing – diamond, hospital sign-rectangle, caution sign – triangle. Have student trace the outer lines of each sign to determine which signs contain perpendicular lines to form right angles. Have student take pictures of signs around the community and trace the lines to identify perpendicular lines to form right angles.	Provide student with signs found in the community that reflect geometric shapes, e.g. pedestrian crossing – diamond, hospital sign-rectangle, caution sign – triangle. Have student use a template to match and identify which signs contain right angles.	Provide student with signs found in the community that reflect geometric shapes, e.g. pedestrian crossing – diamond, hospital sign-rectangle, caution sign – triangle. Have student use a template to match and identify the corner on the rectangle shaped signs.
Provide student with an enlarged section of a neighborhood map. Have student identify the streets that run perpendicular, parallel, and intersect with each other.	Provide student with an enlarged section of a neighborhood map. Have student identify the streets that run perpendicular to each other to form right angles.	Provide student with an enlarged section of a neighborhood map. Have student use a template to identify the streets that form right angles.	Provide student with an enlarged section of a neighborhood map. Have student identify the corners on the map.

Provide students with photographs that illustrate mathematical terms, e.g. perpendicular, parallel, and intersecting. Have each student create a math dictionary by matching the photographs to the appropriate terms. Have student list the attributes for each set of lines.	Provide student with photographs that illustrate mathematical terms, e.g. perpendicular, parallel, and intersecting. Have each student create a math dictionary by matching the photographs to the appropriate terms.	Provide student with photographs that illustrate different angles in real life objects. Have student identify the objects that have right angles.	Provide student with pictures of different buildings in the community. Have student identify where they see corners on each building.
Have student prepare food for a party, e.g. pizza, cake, pan of gelatin, sandwiches, etc. Have student cut some items using an intersecting lines for pizza and using parallel and perpendicular lines for cake. Have student compare the angles made as each piece is cut.	Have student prepare food for a party, e.g. pizza, cake, pan of gelatin, sandwiches, etc. Have student use a straight-line object to cut all serving pieces creating perpendicular and parallel lines. Identify the right angles.	Have student prepare food for a party, e.g. pizza, cake, pan of gelatin, sandwiches, etc. Cut the items of foods at different angles. Have the student identify the foods that have a right angle.	Have student prepare a sandwich. Have student identify the corners on the sandwich. Cut the sandwich in half and have student identify the new corners.

Model Academic Standard D: Measurement – Students will select and use appropriate tools (including technology) and techniques to measure things to a specified degree of accuracy They will use measurements in problem solving situations.

Subskills: D.a. Measurable Attributes

D.b. Direct Measurement

D.c. Indirect Measurement

EXTENDED GRADE BAND OBJECTIVE: Da1			
Select and Use Tools, e.g. Ruler, Tape Measure, Thermometer, Meter Stick, or Scale to Determine the Measurement of Real Objects			
Instructional Achievement Descriptors			
Advanced	Proficient	Basic	Minimal
<i>Solve problems using measurement tools</i>	<i>Select and use tools, such as ruler, tape measure, thermometer, meter stick, or scale to determine the measurement of real objects</i>	<i>Identify the appropriate tool used for measurement</i>	<i>Name a tool of measurement</i>
Provide a variety of measuring tools to determine length, time, temperature, weight, and volume, e.g. ruler, measuring tape, stopwatch, timer, thermometer, measuring cups, etc. Ask questions, e.g. “What tool would you use if you thought you were sick? What tool would you use to measure the length of the hallway?” Have student identify the tool and demonstrate the appropriate use of the tool. Have student read the measurement.	Provide a variety of measuring tools to determine length, time, temperature, weight, and volume, e.g. ruler, measuring tape, stopwatch, timer, thermometer, measuring cups, etc. Ask questions, e.g. “What tool would you use if you thought you were sick? What tool would you use to measure the length of the hallway?” Have student identify the tool and demonstrate the appropriate use of the tool.	Provide a variety of measuring tools to determine length, time, temperature, weight, and volume, e.g. ruler, measuring tape, stopwatch, timer, thermometer, measuring cups, etc. Ask questions, e.g. “What tool would you use if you thought you were sick? What tool would you use to measure the length of the hallway?” Have student identify the tool.	Present student with a set of measurement tools. One that is used to measure length, one for time, one for temperature, one for weight and one for volume. Ask questions, e.g. “What tool would you use if you want to know how long something is? What tool would you use to find out how much something weighs?” Have student identify the appropriate tool.
Place large easy-to-read thermometers inside and outside the classroom. Have student read and record the temperature on each of the two thermometers every day for a month. Determine which temperature is warmer or colder. Have student tell what causes the difference in the temperature.	Place large easy-to-read thermometers inside and outside the classroom. Have student read and record the temperature on each of the two thermometers every day for a month. Determine which temperature is warmer or colder.	Place large easy-to-read thermometers inside and outside the classroom. Have student identify the thermometers. Read the temperature from each thermometer aloud to the student. Have student identify if he or she thinks it is warm or cold.	Place large easy-to-read thermometers inside and outside the classroom. Have student identify the thermometers. Read the temperature from each thermometer aloud to the student.

<p>Provide student with a variety of objects that can be used for measuring length, e.g. ruler, yard stick, and tape measure. Demonstrate how to use the different tools for measuring items of varying lengths. Provide student with a list of things of varying lengths to measure, e.g. book, pencil, desk top, paper, hallway, length of room, length of parking lot, etc. Have student select the most appropriate tool to use and measure each object. Have student determine which object is longest and shortest.</p>	<p>Provide student with a variety of objects that can be used for measuring length, e.g. ruler, yard stick, and tape measure. Demonstrate how to use the different tools for measuring items of varying lengths. Provide student with a list of things of varying lengths to measure, e.g. book, pencil, desk top, paper, hallway, length of room, length of parking lot, etc. Have student select the most appropriate tool to use and measure each object.</p>	<p>Provide student with a variety of objects that can be used for measuring length, e.g. ruler, yard stick, and tape measure. Demonstrate how to use the different tools for measuring items of varying lengths. Provide students with a list of things of varying lengths to measure, e.g. book, pencil, desk top, paper, hallway, length of room, length of parking lot, etc. Have student select the most appropriate tool to use.</p>	<p>Provide student with two different objects that can be used for measuring length, e.g. ruler, yard stick, tape measure. Demonstrate each tool measuring a book with the ruler and the length of the room with the tape measure. Have student determine which one to use to measure a book.</p>
<p>Provide students with different kinds of produce that are sold price per pound. Provide a scale that can be used for weighing produce (like ones used in grocery store or a simple food scale). Have student practice weighing different amounts of produce. Determine if it is more or less than a pound. Have student determine the cost of the produce at a given price.</p>	<p>Provide students with different kinds of produce that are sold in price per pound. Provide a scale that can be used for weighing produce (like ones used in grocery store or a simple food scale). Have students practice weighing different amounts of produce. Determine if it is more or less than a pound.</p>	<p>Provide student with different kinds of produce that are sold in price per pound. Provide a scale that can be used for weighing produce (like ones used in grocery store or a simple food scale). Have student practice weighing the produce. Read the weight of the produce aloud to the student.</p>	<p>Provide student with different kinds of produce that are sold in price per pound along with a scale to weigh produce and a thermometer. Have student identify which tool to use to measure the weight of the produce. Have student place the different types of produce on the scale. Read the weight of each item to the student.</p>
<p>Go on a scavenger hunt while at the grocery store. Have student identify all the areas in the store where tools of measurement are used, what the tool measures, and what is the unit of measurement.</p>	<p>Go on a scavenger hunt while at the grocery store. Have student identify all the areas in the store where tools of measurement are used and what the tools measure.</p>	<p>Go on a scavenger hunt while at the grocery store. Have student identify all the areas in the store where they see tools of measurement being used.</p>	<p>Go on a scavenger hunt while at the grocery store. Have student identify a tool of measurement when they see it.</p>

<p>Provide student with a recipe that requires measurement of varying amounts of both liquid and dry ingredients. Have available a set of measuring cups, measuring spoons, and a measuring cup for measuring liquids. Have student follow the recipe.</p>	<p>Provide student with a recipe that requires measurement of varying amounts of both liquid and dry ingredients. Have available a set of measuring cups, measuring spoons, and a measuring cup for measuring liquids. Have student select the appropriate tool to measure each ingredient and measure the ingredient.</p>	<p>Provide student with a set of two measuring cups, e.g. 1 and $\frac{1}{2}$ and some dry ingredients to measure. Have student select the appropriate cup requested, e.g. 1 and $\frac{1}{2}$ and measure the dry ingredient.</p>	<p>Provide student with a set of two measuring cups, e.g. 1 and $\frac{1}{2}$. Have student select the appropriate cup requested, e.g. 1 and $\frac{1}{2}$.</p>
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**Model Academic Standard D: Measurement
Subskill: D.c. Indirect Measurement**

<i>EXTENDED GRADE BAND OBJECTIVE: Dc1</i>			
Determine Perimeter, Area, and Circumference of Regular Shapes			
<i>Instructional Achievement Descriptors</i>			
Advanced	Proficient	Basic	Minimal
<i>Determine the perimeter and area of irregular shapes</i>	<i>Determine the perimeter, area, and circumference of regular shapes</i>	<i>Identify perimeter and area of regular shapes</i>	<i>Indicate a perimeter</i>
Provide student with a simple blueprint for a six-room house, e.g. four rooms with regular shape and two rooms with irregular shapes. Discuss the blueprint and guide student in locating the dimensions of each room. Guide student in determining the dimensions of the irregular shapes. Provide student with the formula for calculating area and perimeter. Have student calculate the area and perimeter of each room in the house.	Provide student with a simple blueprint for a six-room house, e.g. all rooms with regular shape. Discuss the blueprint and guide student in locating the dimensions of each room. Provide student with the formula for calculating area and perimeter. Have student calculate the area and perimeter of each room in the house.	Provide student with a simple blueprint for a bedroom, e.g. regular shape. Discuss the blueprint demonstrating the perimeter and area of the room. Have student trace the perimeter of the room with a marker and color in the area of the room.	Provide student with a simple blueprint for a bedroom, e.g. regular shape. Discuss the blueprint demonstrating the perimeter of the room. Have student trace the perimeter of the room with a marker.
Provide student with drawings representing various regular and irregular shaped room sizes. Dimensions for each room should be selected based on common area rug sizes. Provide a catalog that contains area rugs and the available sizes for the rugs. Have student select an appropriate sized area rug for each of the rooms. Rug should match as close as possible to the room size.	Provide student with drawings representing various regular shaped room sizes. Dimensions for each room should be selected based on common area rug sizes. Provide a catalog that contains area rugs and the available sizes for the rugs. Have student select an appropriate sized area rug for each of the rooms. Rug should match as close as possible to the room size.	Provide student with a drawing representing a regular shaped room. Dimensions for the room should be selected based on a common area rug size. Provide a list of area rug sizes. Have student select the rug size that matches the room size.	Provide student with a drawing representing a regular shaped room. Provide student with pictures of two different shaped rugs, e.g. oval and rectangle. Have student identify the rug that has the same shape as the room. Have student trace the perimeter of the rug and the room.

<p>Present student with the problem, “Which pizza provides more food, e.g. a T-shaped pizza” (provide picture of the irregular shape with perimeter that adds up to 48”) or a 12” round pizza?” Provide student with the formula for determining the area of a circle and the area of square. Using a calculator, have student find area of the two pizzas and make conclusions about which would provide more food.</p>	<p>Present student with the problem, “Which pizza provides more food a 12” square pizza or a 12” round pizza?” Provide student with the formula for determining the area of a circle and the area of a square. Using a calculator, have student find area of the two pizzas and make conclusions about which would provide more food.</p>	<p>Provide student with a 12” square pizza. Have student identify the perimeter and the area of the pizza. Identify area and perimeter of other food items, e.g. cake, sandwich, candy treat, etc.</p>	<p>Provide student with a 12” square pizza. Have student identify the perimeter of the pizza. Identify perimeter of other food items, e.g. cake, sandwich, candy treat, etc.</p>
<p>Discuss circumference and how it applies to real life, e.g. finger size, waist size, head size, etc. used for sizing clothing and jewelry. Have student measure his or her waist and identify items of clothing that use waist measurement to determine size, e.g. jeans, underwear, belts, etc. Using size charts for various articles of clothing, have student create a personal size chart. Have student find correct size in a catalog.</p>	<p>Discuss circumference and how it applies to real life, e.g. finger size, waist size, head size, etc. used for sizing clothing and jewelry. Using a tape measure, have student measure his or her waist and identify items of clothing that use waist measurement to determine size, e.g. jeans, underwear, belts, etc. Using size charts for various articles of clothing, have student create a personal size chart.</p>	<p>Discuss circumference and how it applies to real life, e.g. finger size, waist size, head size, etc. used for sizing of clothing and jewelry. Using a tape measure, have student measure his or her waist. Write the measurement on a piece of paper for the student. Provide student with a list of jean sizes (waist only) and have student pick out the jean size that matches his or her waist measurement.</p>	<p>Discuss circumference and how it applies to real life, e.g. finger size, waist size, head size, etc. used for sizing of clothing and jewelry. Using a tape measure, have student measure his or her waist. Read the measurement for the student and write it down. Have student identify his or her waist size.</p>
<p>Provide student with several different sized regular shaped boxes and a roll of wrapping paper. Have student determine the approximate size of wrapping paper needed to wrap each box based on the area and perimeter of each box.</p>	<p>Provide student with several different sized regular shaped boxes and various pieces of wrapping paper sized to wrap each box. Have student determine which piece of wrapping paper will wrap each box based on the area and perimeter of each box and of each piece of wrapping paper.</p>	<p>Provide student with two distinctly different sized boxes and two pieces of wrapping paper sized to wrap each box. Have student determine which piece of wrapping paper should be used to wrap each box.</p>	<p>Provide student with two distinctly different sized boxes and a piece of wrapping paper sized for the smaller box. Have student identify which box could be wrapped with the piece of wrapping paper provided.</p>

Model Academic Standard E: Statistics and Probability – Students will use data collection and analysis, statistics and probability in problem-solving situations, employing technology where appropriate.

Subskills: E.a. Data Analysis and Statistics

<i>EXTENDED GRADE BAND OBJECTIVE: Ea1</i>			
Organize, Read, and Compare Data from Simple Graphs, e.g., table, line, pie, bar			
Instructional Achievement Descriptors			
Advanced	Proficient	Basic	Minimal
<i>Collect and organize data in simple graphs using real world contexts</i>	<i>Organize, read, and compare data from simple graphs, e.g., table, line, pie, bar</i>	<i>Identify points on a simple graph and identify their meaning</i>	<i>Identify any part of a simple graph</i>
Provide the student with a bus schedule that is in table format. Present student with situations that require him or her to ride the bus and arrive at the destination at a specific time. Have student use the bus schedule to determine which bus he or she needs to catch to arrive at the destination on time. Have student create a personal time schedule in graph form for travel to school and work.	Provide the student with a bus schedule that is in table format. Present student with situations that require him or her to ride the bus and arrive at the destination at a specific time. Have student use the bus schedule to determine which bus he or she needs to catch to arrive at the destination on time.	Provide the student with a bus schedule that is in table format. Have student identify arrival and departure times on the graph and the route number for the buses.	Provide the student with a bus schedule that is in a table format. Have student identify the departure times on the graph.
Provide student with a variety of calendars that are organized in different formats. Have student identify the current month on the various calendars. Using the calendars, have student answer questions regarding before and after, number of days, and other specific information for the month. Have student enter personal information regarding dates and appointments on personal calendars.	Provide student with a variety of calendars that are organized in different formats. Have student identify the current month on the various calendars. Using the calendars, have student answer questions regarding before and after, number of days, and other specific information for the month.	Provide student with a variety of calendars that are organized in different formats. Have student identify the key parts of the calendar in each calendar format.	Provide student with a personal calendar. Have student identify days, months, year, and specific information on the calendar.

<p>Have student create a T-chart with 24 rows in one-hour increments. Have student fill in the amount of time in a 24-hour period they are at school, at work, at home, and in the community, e.g. school is red, home is blue, work is green, community is yellow. Provide student with a pie chart divided into 24 increments. Have student transfer the data to the pie chart and answer questions regarding more and less and percentage of time. Have student change two of the variables and create a new chart. Could also do on a computer using a spreadsheet.</p>	<p>Have student create a T-chart with 24 rows in one-hour increments. Have student fill in the amount of time in a 24-hour period they are at school, at work, at home, and in the community, e.g. school is red, home is blue, work is green, community is yellow. Provide student with a pie chart divided into 24 increments. Have student transfer the data to the pie chart and answer questions regarding more and less and percentage of time. Could also do on a computer using a spreadsheet.</p>	<p>Provide the student with a pie chart divided into 24 increments. Guide student to fill in the amount of time in a 24-hour period they are at school, at work, at home, and in the community, e.g. school is red, home is blue, work is green, community is yellow. Have student identify the piece of the pie that is biggest? The smallest?</p>	<p>Provide student with a pie chart depicting the amount of time spent in school, at home, in the community, and at work, e.g. school is red, home is blue, work is green, community is yellow. Have student identify or match sections of the pie based on color or word recognition, e.g. home, school, work, community.</p>
<p>Have student select a topic of interest, e.g. pets, music, cars, etc. and create three or four questions with possible answers to form the basis of a survey, e.g., “What is your favorite type of music, e.g. rap, jazz, country?” Have student survey 10 people and record their data. Have student use the data to formulate a graph using the computer. Have student discuss the results using mathematical language, e.g. more, less, average.</p>	<p>Have student select a topic of interest, e.g. pets, music, cars, etc. and create three or four questions with possible answers to form the basis of a survey, e.g., “What is your favorite type of music, e.g. rap, jazz, country?” Have student survey 10 people and record their data. Have student use the data to formulate a graph using the computer. Have student identify which is the most popular answer to each question.</p>	<p>Provide student with a simple bar graph on a topic of interest. Discuss the graph with the student. Have student identify which is the most or least using the size of the bars as a cue.</p>	<p>Provide student with a simple bar graph on a topic of interest. Discuss the graph with the student. Have student identify the tallest and shortest bar on the graph.</p>
<p>Have student create a chart to use to monitor a personal activity, e.g. behavior, time at work, etc. Have student enter the required data each day, monitor and discuss results each week identifying the most and least amount of activity, and any need for change.</p>	<p>Create a chart for a student to use to monitor a personal activity, e.g. behavior, time at work, etc. Have student enter the required data each day, monitor and discuss results each week identifying the most and least amount of activity, and any need for change.</p>	<p>Create a chart for student to use to monitor a personal activity, e.g. behavior, time on task, time on the job, etc. Enter data each day. Discuss the results at the end of each week and have student tell what the chart shows by identifying the most or least amount of activity.</p>	<p>Create a chart for student to use to monitor a personal activity, e.g. behavior, time on task, time on the job, etc. Enter data each day. Have student find the high and the low points on the chart.</p>

Provide student with a set of data. Have student create three different types of graphs using a program on the computer.	Provide student with a set of data. Have student transfer the data from one type of graph to another.	Provide student with two different graphs with corresponding data. Have student identify the corresponding data.	Provide student with two different graphs. Have student identify the different sections of data on each of the graphs, e.g. bar, pie section, cell on a table, etc.
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Model Academic Standard E: Statistics and Probability – Students will use data collection and analysis, statistics and probability in problem-solving situations, employing technology where appropriate.

Subskills: E.a. Data Analysis, Statistics, E.b. Probability

<i>EXTENDED GRADE BAND OBJECTIVE: Eb1</i>			
Determine the Likelihood of Events Occurring			
<i>Instructional Achievement Descriptors</i>			
Advanced	Proficient	Basic	Minimal
<i>Predict and determine the likelihood of events occurring</i>	<i>Determine the likelihood of events occurring</i>	<i>Determine if an event is impossible or certain</i>	<i>Identify data that can be used in a probability problem</i>
Have student observe as 10 bills are placed inside a wallet. Eight of the bills being one-dollar bills and two of them being five-dollar bills. Provide student with a visual representation of the contents of the wallet. Using the visual representation, have student predict which bill will most likely be selected from the wallet, then determine the likelihood of a one-dollar bill being selected from the wallet, and the likelihood of a five-dollar bill being selected from the wallet.	Have student observe as 10 bills are placed inside a wallet. Eight of the bills being one-dollar bills and two of them being five-dollar bills. Provide student with a visual representation of the contents of the wallet. Using the visual representation, have student determine the likelihood of a one-dollar bill being selected from the wallet and the likelihood of a five-dollar bill being selected from the wallet.	Have student observe as 10 one-dollar bills are placed inside a wallet. Provide student with a visual representation of the contents of the wallet. Using the visual representation, have student determine if it is possible for a five-dollar bill to be selected from the wallet or what bill is certain to be selected from the wallet.	Have student observe as 10 one-dollar bills are placed inside a wallet. Provide student with a visual representation of the contents of the wallet. Using the visual representation, have student identify what is in the wallet.
Have student observe as eight pieces of candy are placed in a bag, two of which are their favorite and six that are not. Provide student with a visual representation of the contents of the bag. Using the visual representation, have student predict which candy will most likely be selected from the bag and have student determine the likelihood of drawing their favorite candy from the bag.	Have student observe as eight pieces of candy are placed in a bag, two of which are their favorite and six that are not. Provide student with a visual representation of the contents of the bag. Using the visual presentation, have student determine the likelihood of drawing their favorite candy from the bag.	Have student observe as eight pieces of candy are placed in a bag, eight of which are their favorite. Provide student with a visual representation of the contents of the bag. Using the visual representation, have student determine if it is possible for them to draw a piece of candy that they do not like.	Have student observe as eight pieces of the same type of candy are placed in a bag. Provide student with a visual representation of the contents of the bag. Using the visual representation, have student identify what is in the bag.

<p>Provide four empty cereal boxes and four different collectible cards. Present the cards to student and then put one card in each box without the student seeing the distribution. Have student determine the likelihood or probability of selecting a specific card. Repeat activity with six cereal boxes and six cards, three that are the same. Have student predict which card is likely to be the card in the box.</p>	<p>Provide four empty cereal boxes and four different collectible cards. Present the cards to student and then put one card in each box without the student seeing the distribution. Have student determine the likelihood or probability of selecting a specific card.</p>	<p>Provide three empty cereal boxes and three of the same collectible cards. Present the cards to student and then put one card in each box without the student seeing the distribution. Have student determine if it is certain what card is in the box.</p>	<p>Provide three empty cereal boxes and three of the same collectible cards. Present the cards to student and then put one card in each box. Have student identify which card is in the box.</p>
<p>Provide the student with a six-section spinner with the numerals 1-6 represented in the sections. Have student determine the probability of spinning each of the single numerals. $P(1) = \frac{\text{\# of ways to land on 1}}{\text{total number of numerals}} = \frac{1}{6}$. Repeat the activity changing the numbers on the spinner to represent different probability outcomes. As the numbers are changed, have student predict which numbers will be landed on.</p>	<p>Provide the student with a six-section spinner with the numerals 1-6 represented in the sections. Have student determine the probability of spinning each of the single numerals. $P(1) = \frac{\text{\# of ways to land on 1}}{\text{total number of numerals}} = \frac{1}{6}$. Repeat the activity changing the numbers on the spinner to represent different probability outcomes.</p>	<p>Provide the student with a four-section spinner with the numeral two in each section. Have student identify if it is certain or impossible to land on the numerals 1, 2, 3, or 4.</p>	<p>Provide the student with a six-section spinner with the numerals 1-6 represented in the sections. Have student spin the spinner and identify the number the spinner landed on. Repeat the process several times.</p>
<p>Provide student with a single six-sided die. Have student determine the probability of rolling an even number? Of rolling an odd number? $P(\text{even}) = \frac{\text{\# of ways to roll an even number}}{\text{total number of sides}} = \frac{3}{6} = \frac{1}{2}$. $P(\text{odd}) = \frac{\text{\# of ways to roll an odd number}}{\text{total number of sides}} = \frac{3}{6} = \frac{1}{2}$. Have student predict which number (odd or even) will be rolled first. Based on the outcome of the roll, have student make a new prediction.</p>	<p>Provide student with a single six-sided die. Have student determine the probability of rolling an even number? Of rolling an odd number? $P(\text{even}) = \frac{\text{\# of ways to roll an even number}}{\text{total number of sides}} = \frac{3}{6} = \frac{1}{2}$. $P(\text{odd}) = \frac{\text{\# of ways to roll an odd number}}{\text{total number of sides}} = \frac{3}{6} = \frac{1}{2}$.</p>	<p>Provide student with a six-sided die. Cover all the numbers except the number one with a piece of tape that can be written on. Write the numeral one on each side of the die. Have student determine if it is possible to roll a two.</p>	<p>Provide student with a single six-sided die. Have student roll the die and identify the number that is rolled. Repeat the process several times.</p>

Model Academic Standard F: Algebraic Relationships – Students will discover, describe, and generalize simple and complex patterns and relationships. In the context of real world problem situations, the student will use algebraic techniques to define and describe the problem to determine and justify appropriate solutions.

Subskills: F.a. Patterns, Relationships, and Functions

F.b. Expressions, Equations, and Inequalities

EXTENDED GRADE BAND OBJECTIVE: Fa1			
Relate Simple Formulas to Practical Problems			
Instructional Achievement Descriptors			
Advanced	Proficient	Basic	Minimal
<i>Describe what the letters represent in a given formula</i>	<i>Relate simple formulas to practical problems</i>	<i>Solve a simple one-step, open-number sentence</i>	<i>No Achievement Descriptors identified for this level</i>
Present student with a recipe. Demonstrate how to double or halve the recipe using appropriate equation to either double, e.g. $a \times 2 = b$ or half a recipe $a \div 2 = b$. Have student identify what the letters represent, e.g. (a) original amount or measurement and (b) new amount or measurement. Provide two cards face down on the table, one with 'Double' and one with 'Half.' Could use symbols $\times 2$ or $\div 2$. Have student draw a card, select the appropriate equation, and solve the problem using a calculator or actual measuring utensils.	Present student with a recipe involving whole numbers, fractions, e.g. $\frac{1}{2}$, $\frac{1}{4}$, or $\frac{3}{4}$, and mixed numbers. Demonstrate how to double or halve the recipe using the equation, e.g. $a \times 2 = b$ or $a \div 2 = b$. Provide two cards face down on the table, one with 'Double' and one with 'Half.' Could use symbols $\times 2$ or $\div 2$. Student will draw a card and select the appropriate operation, e.g. $a \times 2$ or $a \div 2$ to solve the problem using a calculator or actual measuring utensils.	Present student with a recipe. Demonstrate how to double or halve the recipe. Provide student with a number sentence that either doubles or halves the ingredients in the recipe. Have student solve the problem using a calculator or actual measuring utensils.	Present student with a recipe. Have student identify the numbers in the recipe.

<p>Provide student with a variety of clothing store ads. Announce a sale of 50% and show students an equation $x \div 2 = y$ for determining the sale price. Have student identify what each letter in the equation stands for, e.g. original price (x) \div 2 = sale price (y). Have student determine the new price for selected items using a calculator.</p>	<p>Provide student with a variety of clothing store ads. Announce a sale of 50% and show students an equation for determining the sale price, e.g. original price (x) \div 2 = sale price (y). Have student determine the new price for selected items using a calculator.</p>	<p>Provide student with a variety of clothing store ads. Announce a sale of 50%. Provide student with a number sentence that has the original price of the item filled in $\\$2.50 \div 2 = x$. Have student determine the new price (x) for selected items using a calculator.</p>	<p>Provide student with a variety of clothing store ads. Have student identify the price of selected items in the ads.</p>																																																
<p>Provide student with a menu with prices from the school cafeteria and the dollar amount that is in their account to spend each week. Present the formula; $a - b = c$. Have student identify what each letter in the formula stands for. Total Amount (a) – Cost of lunch (b) = (c) Amount left. Create a chart:</p> <table border="1" data-bbox="247 716 621 824"> <thead> <tr> <th></th> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> </tr> </thead> <tbody> <tr> <td>Total Amount</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Cost of lunch</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Amount left</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Have student complete the chart using the formula and a calculator.</p>		M	T	W	Th	F	Total Amount						Cost of lunch						Amount left						<p>Provide student with a menu with prices from the school cafeteria and the dollar amount that is in their account to spend each week. Present the formula; Total Amount (a) – Cost of lunch (b) = (c) Amount left. Create a chart:</p> <table border="1" data-bbox="667 659 1024 760"> <thead> <tr> <th></th> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> </tr> </thead> <tbody> <tr> <td>Total Amount</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Cost of lunch</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Amount left</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Have student complete the chart using the formula and a calculator.</p>		M	T	W	Th	F	Total Amount						Cost of lunch						Amount left						<p>Provide student with a menu with prices from the school cafeteria. Have student identify two items from the menu that he or she wants to purchase for lunch. Create a number sentence using the cost of each item and have student solve the problem using a calculator to determine how much the lunch will cost.</p>	<p>Provide student with a menu of items and prices from the school cafeteria. Have student identify one item from the menu that he or she wants to purchase for lunch. Have student enter the price of the item into the calculator.</p>
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<p>Provide student with a three column chart labeled with Hours Worked, Hourly Rate, and Total Earned. Fill in the first two columns. Provide student with the formula; Hours Worked (a) x Hourly Rate (b) = Total Earned (c). Have student identify what each variable stands for and complete the chart using the formula and a calculator. Have student compare to a real pay stub (personal if available).</p>	<p>Provide student with a three column chart labeled with Hours Worked, Hourly Rate, and Total Earned. Fill in the first two columns. Provide student with the formula Hours Worked (a) x Hourly Rate (b) = Total Earned (c). Have student complete the chart using the formula and a calculator. Have student compare to a real pay stub (personal if available).</p>	<p>Provide student with a three column chart labeled with Hours Worked, Hourly Rate, and Total Earned. Have student complete the chart one row at a time from a given number sentence.</p>	<p>Provide student with a two-column chart labeled with Hours Worked and Hourly Rate. Have student identify the numbers of hours worked in each row.</p>																																																

<p>Role-play various problem situations using concrete objects and real materials to solve problems, e.g. “I have 15 CDs. My CD holder holds 10 CDs. How many CDs do I have left that will not fit into the CD holder?” Provide student with a choice of equations with the unknown represented by a variable. Have student select the appropriate equation to illustrate the solution. Identify what the unknown variable represents, e.g. number of CDs that do not fit into the case, and solve the problem using a calculator. Create different problems for student to solve involving different operations.</p>	<p>Role-play various problem situations using concrete objects and real materials to solve problems, e.g. “I have 15 CDs. My CD holder holds 10 CDs. How many CDs do I have left that will not fit into the CD holder?” Have student select the appropriate equation to illustrate the solution from a choice of options and solve the problem using a calculator. Create different problems for student to solve involving different operations.</p>	<p>Role-play various problem situations using concrete objects and real materials to solve problems, e.g. “I have 15 CDs. My CD holder holds only 10 CDs. How many CDs do I have left that will not fit into the CD holder?” Write out the equation to illustrate the solution and have student solve the problem using a calculator. Create different problems for student to solve involving different operations.</p>	<p>Role-play various problem situations using concrete objects and real materials to solve problems, e.g. “I have 15 CDs. My CD holder holds only 10 CDs. How many CDs do I have left that will not fit into the CD holder?” Have student count the number of CDs that do not fit in the case.</p>
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Model Academic Standard F: Algebraic Relationships
Subskills: F.a. Patterns, Relationships, and Functions
F.b. Expressions, Equations, and Inequalities

<i>EXTENDED GRADE BAND OBJECTIVE: Fa2</i>			
Predict a Simple Mathematical Pattern			
<i>Instructional Achievement Descriptors</i>			
Advanced	Proficient	Basic	Minimal
<i>Predict and explain a simple mathematical pattern</i>	<i>Predict a simple mathematical pattern</i>	<i>Continue a pattern in a set of numbers</i>	<i>Continue a pattern in a set of numbers or objects</i>
Draw a chart with three columns labeled Item Cost, Sales Tax Amount, and Total Cost. Fill in the first row with dollar amounts from \$1.00 to \$10.00. Discuss sales tax amount and complete the first row as a class. Have student use a calculator to complete the remainder of the chart. Have student identify and explain the pattern.	Draw a chart with three columns labeled Item Cost, Sales Tax Amount, and Total Cost. Fill in the first row with dollar amounts from \$1.00 to \$10.00. Discuss sales tax amount and complete the first row as a class. Have student use a calculator to complete the remainder of the chart.	Draw a chart with three columns labeled Item Cost, Sales Tax Amount, and Total Cost. Fill in the second and the third row with dollar amounts from \$1.00 to \$10.00. Discuss sales tax and how more is paid as the total dollar amount goes up. Have student complete the first column arranging dollar amounts from \$1.00 to \$10.00.	Provide student with a stack of 10 \$1.00 bills. Begin the counting of various amounts of bills from 1-10 stopping when there is only one bill left to count in the sequence. Have student identify the next number in the sequence, e.g. 1, 2, 3, 4,_, 3, 4, 5, 6, 7, _.; etc.
Provide students with a stack of like coins that add up to a dollar. Begin counting the coins by saying 5, 10, 15, 20, 25 (for nickels), and then have the student continue counting the nickels until the \$1.00 amount is reached. Have student identify and explain the pattern. Repeat for the process using dimes and quarters.	Provide students with a stack of like coins that add up to a dollar. Begin counting the coins by saying 5, 10, 15, 20, 25 (for nickels), and then have the student continue counting the nickels until the \$1.00 amount is reached. Repeat for the process using dimes and quarters.	Provide students with a stack of like coins. Begin counting the coins by saying 5, 10, 15, 20, __, (for nickels), and have student identify the next number in the pattern. Repeat for the process using dimes, 10, 20, 30, 40, __, and quarters.	Provide student with a pattern of like coins, e.g. four nickels in a row. Have student select the coin to continue the pattern from a collection of mixed coins.

<p>Select one hallway in the school and cover up some of the room numbers in the pattern. Provide student with index cards printed with the covered up room numbers. Have student determine the numerical pattern on the doors and place his or her index cards on the appropriate door. Have student explain the numerical pattern on the doors.</p>	<p>Select one hallway in the school and cover up some of the room numbers in the pattern. Provide student with index cards printed with the covered up room numbers. Have student determine the numerical pattern on the doors and place his or her index cards on the appropriate door.</p>	<p>Provide student with a set of room numbers that follow an easily identified pattern. Cover up some of the room numbers in the pattern. Provide student with index cards printed with the covered up room numbers. Have student place his or her index cards on the appropriate place in the pattern.</p>	<p>Provide student with a set of three room numbers that follow an easily identified pattern. Provide student with index cards printed with the room numbers for the next two rooms in the sequence. Have student place his or her index cards in the appropriate place to continue the pattern of numbering.</p>																																																																				
<p>Provide student with a three-column chart titled, Total Income Earned. Label the first column with Hours Worked, the second column with Hourly Wage, and the third column with Amount Earned. Using a calculator, have student complete the chart with an hourly wage of \$6.00 per hour. Start at one hour worked and progress up to 8 hours worked. Have student predict the amount of increase for each hour worked. Have student identify the pattern.</p>	<p>Provide student with a three-column chart titled, Total Income Earned” Label the first column with Hours Worked, the second column with Hourly Wage, and the third column with Amount Earned. Using a calculator, have student complete the chart with an hourly wage of \$6.00 per hour. Start at one hour worked and progress up to 8 hours worked. Have student predict the amount of increase for each hour worked.</p>	<p>Provide student with a three-column chart titled, Total Income Earned. Label the first column with Hours Worked, the second column with Hourly Wage, and the third column with Amount Earned. Using a calculator, have student complete the chart with an hourly wage of \$6.00 per hour. Start at one hour worked and progress up to 6 hours worked.</p>	<p>Provide student with a two-column chart titled, “Total Income Earned.” Label the first column with Hours Worked and the second column with Wages Earned. Complete the second column with wages earned for 1-5 hours. Have student complete the Hours Worked column by filling in the numerals 1-5.</p>																																																																				
<p>Present student with a question, e.g. “Can you ever be the same age as your parents at the same time?” Have student create a chart.</p> <table border="1" data-bbox="247 1019 625 1133"> <tr><td>Person</td><td></td><td></td><td></td><td></td></tr> <tr><td>Current age</td><td></td><td></td><td></td><td></td></tr> <tr><td>Age in 5 years</td><td></td><td></td><td></td><td></td></tr> <tr><td>Age in 10 years</td><td></td><td></td><td></td><td></td></tr> </table> <p>Have student complete the chart and predict, identify, and explain the pattern to answer the question.</p>	Person					Current age					Age in 5 years					Age in 10 years					<p>Present student with a question, e.g. “Can you ever be the same age as your parents at the same time?” Have student create a chart.</p> <table border="1" data-bbox="667 1019 1045 1133"> <tr><td>Person</td><td></td><td></td><td></td><td></td></tr> <tr><td>Current age</td><td></td><td></td><td></td><td></td></tr> <tr><td>Age in 5 years</td><td></td><td></td><td></td><td></td></tr> <tr><td>Age in 10 years</td><td></td><td></td><td></td><td></td></tr> </table> <p>Have student complete the chart and predict the pattern to answer the question.</p>	Person					Current age					Age in 5 years					Age in 10 years					<p>Present student with a question, e.g. “Can you ever be the same age as your parents at the same time?” Have student create a chart.</p> <table border="1" data-bbox="1066 1019 1444 1133"> <tr><td>Person</td><td></td><td></td><td></td><td></td></tr> <tr><td>Current age</td><td></td><td></td><td></td><td></td></tr> <tr><td>Age in 5 years</td><td></td><td></td><td></td><td></td></tr> <tr><td>Age in 10 years</td><td></td><td></td><td></td><td></td></tr> </table> <p>Have student complete the chart.</p>	Person					Current age					Age in 5 years					Age in 10 years					<p>Present student with a question, e.g. “How old will you be in 5 years? 10 years? etc.?” Create chart for student.</p> <table border="1" data-bbox="1465 1019 1738 1133"> <tr><td>Name</td><td></td></tr> <tr><td>Current age</td><td></td></tr> <tr><td>Age in 5 years</td><td></td></tr> <tr><td>Age in 10 years</td><td></td></tr> </table> <p>Have student complete the chart to answer the questions.</p>	Name		Current age		Age in 5 years		Age in 10 years	
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